

5

GAMES

We do not stop playing because we grow old; we grow old because we stop playing.

Benjamin Franklin



Generation games – a grandma and granddaughter play.

OBJECTIVES

- discuss problem-solving tasks
- discuss gaming and game design
- identify generalisations
- discuss ideas for solving a challenge
- plan a fundraising event
- write a formal report

Work with a partner. Discuss the questions.

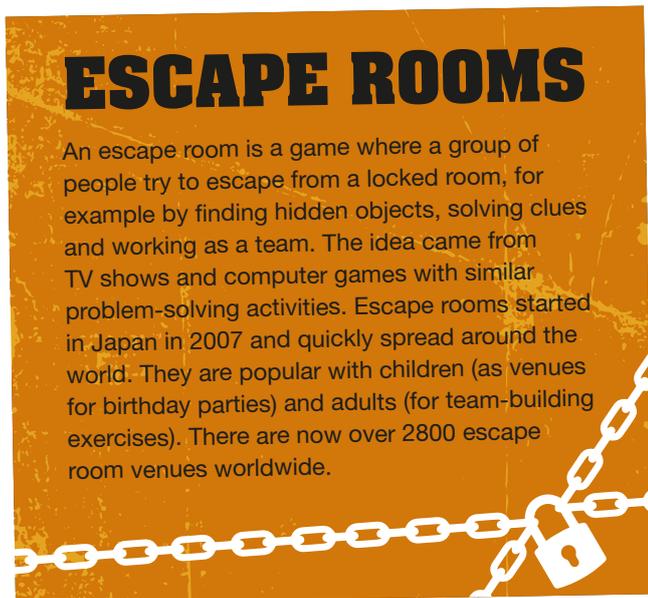
- 1 Look at the picture and read the quote. Why do you think people stop playing games? How does this make us 'grow old'?
- 2 What games did you like when you were younger? Did you stop playing these games? Why?
- 3 What games do you like now? Will you keep playing these games when you are older? Will you start any new games?

LISTENING

A SPEAK Read about escape rooms. Do they exist in your country? Are they popular? Why/Why not?

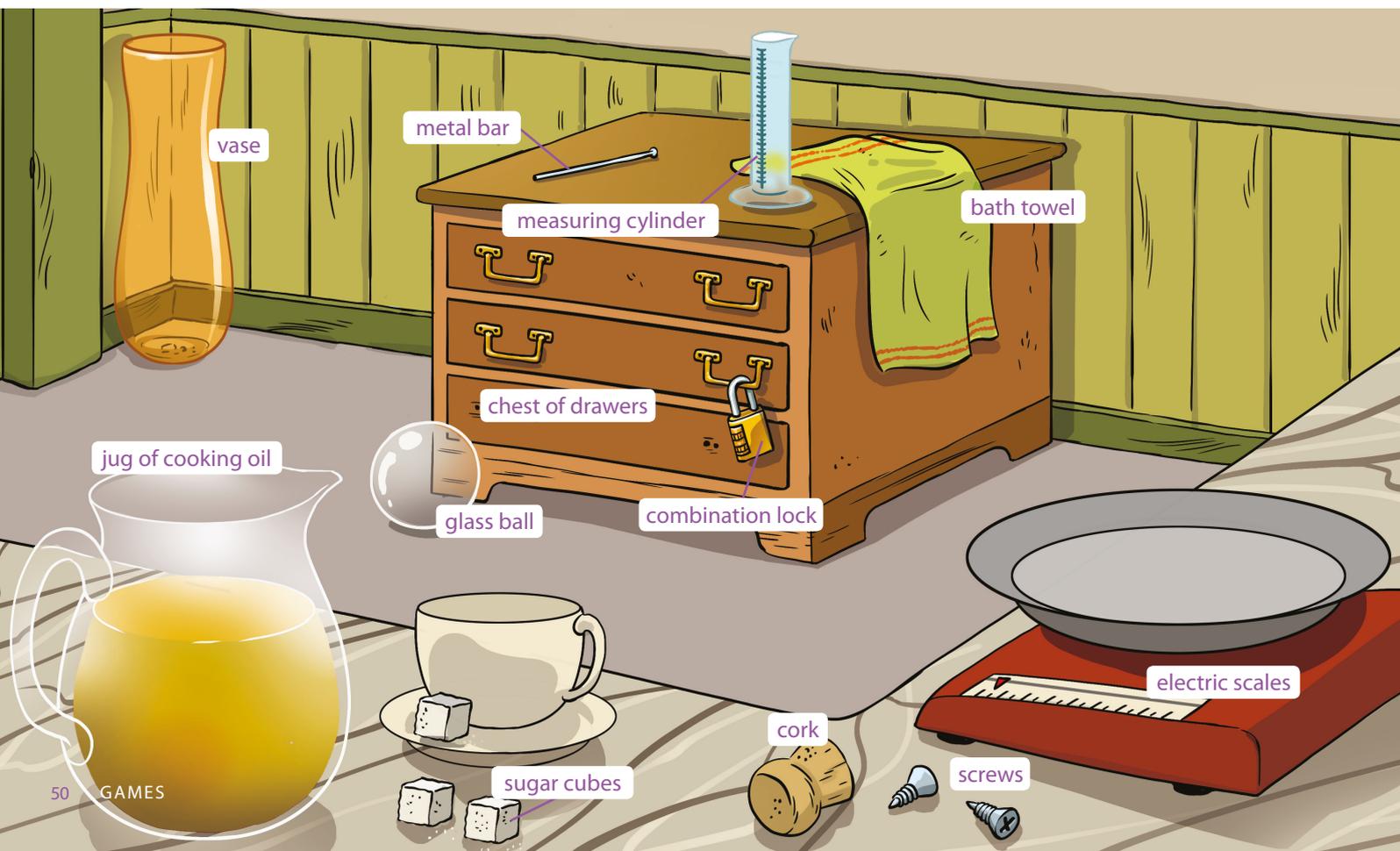
B LISTEN FOR GIST Listen to a conversation between three friends, Lin, Joe and Olga, in an escape room. The conversation is in three parts. Answer the same three questions after each part.

- Which objects from the pictures did they mention for the first time?
- Which problem(s) are they trying to solve in this part?
- What do you think will happen next?



C LISTEN FOR DETAIL Listen to the whole conversation again. Choose the correct options (a, b or c) to answer the questions.

- Apart from the metal bar, why can't they get the key out?
 - The cylinder is too deep to reach the bottom.
 - They're worried about breaking the cylinder.
 - The cylinder is too narrow for their arms.
- How many of the friends have read the instructions?
 - one
 - two
 - three
- Why can't they use the vase to transfer the oil?
 - It's full of water.
 - It's too big.
 - It can't be moved.
- Why didn't they notice the message before?
 - The room was too bright.
 - They didn't look in the right direction.
 - They couldn't open the drawer.
- Why does Joe want to keep playing?
 - He's having too much fun.
 - He's sure they've found all the clues.
 - He thinks people will laugh at him.
- Why was the towel necessary?
 - Because they needed an accurate measurement.
 - Because the ball was too slippery to hold.
 - Because they needed to weigh it on the scales.



D SPEAK Work in pairs and discuss the questions.

- 1 How could they have escaped more quickly?
- 2 Do you think you would have solved all the puzzles?
- 3 How long would it have taken you to escape from the room?

GRAMMAR

The passive

A Look at these sentences from the conversation. Complete the second sentence so that it is in the passive.

- 1 OK, so they've locked us in.
OK, so, *we've been locked in.* _____
- 2 Somebody's probably listening to us right now!
_____ right now!
- 3 Somebody must have written it in luminous paint.
_____ in luminous paint.
- 4 They should have given us more clues.
_____ more clues.
- 5 If we give up now, my friends will make fun of me for weeks.
If we give up now, _____
for weeks.
- 6 I can't think when somebody's shouting at me!
I can't think when _____!

B Match the sentences (1–5) with the rules (a–d).

The passive

- a In the structure *make sb do sth*, you need to add *to* in the passive (e.g. ____).
- b You can make the passive from *-ing* forms (e.g. ____) and *to* + infinitives (e.g. ____).
- c The *get*-passive (*get* + past participle) is rather informal. Use it to describe unexpected/unwanted events (e.g. ____). It's also useful for distinguishing actions (e.g. *to get married*) from states (e.g. *to be married*).
- d Use the causative passive (*have/get* + something + past participle) to focus on the person who organises/pays for a service (e.g. ____) or is the victim of a crime (e.g. *I had my car stolen*).

- 1 We'll get thrown out if anything gets broken!
- 2 I don't remember being given any instructions.
- 3 We were made to sign a form at the reception desk.
- 4 I reckon the cylinder needs to be filled with water.
- 5 You need to get your eyes tested!

C Go to the **Grammar Hub** on page 130.**D SPEAK** Work in pairs. Ask and answer questions about these topics.

- a way you like/don't like being treated
- a time when you were made to do something
- something you've had done recently/you need to get done soon
- a time when you got lost/stuck/delayed, etc

A: *I hate being treated like a child.*

B: *Really? When do you get treated like that? Who by?*

**PRONUNCIATION**

Expressing disbelief

**A** Match the extracts from the conversation (1–7) with the responses (a–g). Then listen to check.

- 1 It's at the bottom of this measuring cylinder.
 - 2 Try pulling it really hard.
 - 3 I wondered what that form was.
 - 4 Shall we give up?
 - 5 Something metal? Aha! Two screws.
 - 6 You did it! We're free!
 - 7 There's something in the jug!
- a Screws? What are we supposed to do with them?
 - b Didn't you read it?
 - c Give up? No way!
 - d Seriously? That's cheating!
 - e Yeah right! There's nothing there apart from the oil.
 - f Really? That was easy!
 - g Are you joking? We still need to remove the metal bar.

**B** Listen and decide in which sentence (a or b) the speaker is expressing disbelief.

- 1 ____ 2 ____ 3 ____ 4 ____

C SPEAK Work in pairs. Take turns to talk about something surprising you did this month. Express disbelief at your partner's statements.

A: *I volunteered to teach in India.*

B: *Really? India? No way!*

SPEAKING

DISCUSS Work in small groups. Imagine the room you're in now is an escape room. What clues might help you to escape? Where might those clues be hidden? Express disbelief at each other's suggestions.

READING

A SKIM Look at the picture and the title of the blog post. What do you think urban games are? Skim the blog post to check.

B READ FOR GIST Read the blog post. Which game (a–d) ...

- | | | |
|--|-----|----------------------|
| 1 isn't only played in cities? | ___ | a Hidden Bonds |
| 2 teaches you about a place while you play? | ___ | b Geocaching |
| 3 has more viewers than live players? | ___ | c Pac Manhattan |
| 4 has players who stand out from the crowd? | ___ | d Poznan Beyond Time |
| 5 can be confusing to play? | ___ | |
| 6 takes advantage of a weakness in technology? | ___ | |

URBAN GAMES

TURN CITIES INTO PLAYGROUNDS



Glossary

encapsulate (v) to express something in a short clear form that gives the most important facts or ideas

gobble (v) to eat something quickly and often noisily

It's 6 am and I'm sitting on Trafalgar Square, feeling apprehensive. ¹What on Earth have I let myself in for? The square is virtually empty but I have the distinct feeling I'm being watched by thousands of curious eyes. I receive an SMS: 'Follow the man with the striped umbrella. Don't let him see you.' I spot the man in the distance, jump to my feet and set off in hot pursuit, heart pounding.

I'm playing *Hidden Bonds*, one of the new generation of urban games that are taking off in cities around the world. Urban games encapsulate the best elements of computer games and transfer them to the real world, adding social and physical dimensions to activities that would otherwise involve sitting alone for hours in a darkened room – ²something I'm all too familiar with!

Urban games originated from a game called *Geocaching*, which uses GPS devices to create virtual treasure hunts. Players are given the GPS coordinates of special boxes called caches, which could be hidden anywhere in the world. Part of the challenge comes from the limitations of GPS, which is only accurate to within a dozen or so metres, so you need to use your eyes. After locating a cache, you win the prize inside – but you must replace it with an appropriate prize for the next player. ³Sounds amazing, right? ... If you're into trudging round muddy fields disorientated and in the middle of nowhere!

One of the best-known modern urban games is *Pac Manhattan*, a version of the arcade game *Pac Man*, played out on the bustling, grid-like streets of New York. ⁴How cool is that? Players dressed up as brightly-coloured characters from the game race around city blocks, gobbling up virtual 'dots' as they go – and trying to **outmanoeuvre rival** players to avoid being caught.

Luckily, some urban games are played at a more moderate pace. Visitors to Poznan in Poland can choose from a range of treasure-hunt games to explore the city, while solving clues about the city's cultural heritage and history. For example, in *Poznan Beyond Time*, players embark on a time-travelling adventure to save the world. All you need is a printed game sheet ... and some good walking shoes – ⁵as I learnt to my cost!

Then there are games played out for an online audience – which brings me back to *Hidden Bonds*. It's quite complicated, but in a nutshell, there are four teams, each represented by five 'agents' on the streets of London. The objective is to **cooperate** with your **allies** to **overcome** rival agents, by sending a Bluetooth message to their phone before they can send one to yours. Problem is, the agents have no idea who the other agents are and who's just a normal passer-by, which can lead to some embarrassing moments, ⁶I can tell you! The agents receive instructions on their mobile phones from 'spymasters', who **coordinate** the players' movements based on the votes of hundreds of 'team members' watching the game live online. The team with the last remaining agent **prevails**.

At a rough estimate, I'd say I've played *Hidden Bonds* as an online team member about 50 times – ⁷yeah, sad, I know. **Collaborating** with hundreds of strangers is surprisingly satisfying, but playing live is altogether more exhilarating, especially when you come face-to-face with a rival agent. I managed to catch four opponents before getting caught myself mid-afternoon. Only later did I realise that I'd walked over 20 kilometres in the process! ⁸Pretty impressive, right? I'd do it again tomorrow if I could, but there's a seven-month waiting list to participate again as an agent. ⁹Just my luck, huh?

C UNDERSTAND ASIDES Look at the asides (1–9) underlined in the blog post. Then answer the questions (a–f). Use the information in the box to help you.

Understanding colloquial asides

Colloquial asides are informal phrases that comment on other information in the text (e.g. *Not bad, huh?*). They often take the form of questions or exclamations and they make a text feel more chatty, personal and friendly.

Asides can reveal the writer's personality and attitudes. However, watch out for irony, where the writer means the opposite of what they've written.

Which aside(s) ...

- a express(es) genuine enthusiasm? — —
- b is/are likely to be irony? —
- c suggest(s) the writer feels guilty about their lifestyle? — —
- d show(s) how the writer felt at the beginning? —
- e suggest(s) the writer often describes frustrations in their blog posts? —
- f hint(s) at problems the writer experienced while playing? — —

D SPEAK Work in pairs and discuss the questions.

- Which games from the blog post would you like to play? Why?
- Which would you not want to play? Why?
- Can you think of any dangers or weaknesses of urban games?
- Why do you think games like this have become more popular?

VOCABULARY

Competition and cooperation

A Match the words in bold in the blog post with the definitions.

- _____ (v) working in partnership
- _____ (n) people on the same side as you
- _____ (v) wins (e.g. after a long contest)
- _____ (v) organise people working together
- _____ (v) beat another player or solve a problem
- _____ (n) a person competing against you
- _____ (v) help/support others

B Go to the **Vocabulary Hub** on page 144.

C SPEAK Work in groups and discuss the questions.

- Do you prefer games that involve overcoming rivals or cooperating with allies? Think of examples.
- Think of examples of sports or games where you have to outsmart, outmanoeuvre, outplay or outrun your opponents.

SPEAKING HUB

A PLAN Work in pairs. Create an urban game for your town/city. Use ideas from the blog post and your own ideas.

B DISCUSS Present your ideas to another pair. Ask and answer questions about how your game ideas will work in practice.

C PREPARE Choose one game idea to develop more fully as a group. Write some simple rules or instructions for your game.

D PRESENT Present your ideas to the class. Which games would you most like to play? Why?



-  Discuss problem-solving tasks
-  Discuss gaming and game design

5.2 Serious gaming

- Identify generalisations
- Discuss ideas for solving a challenge

G passive reporting structures
P -ate words

V reporting verbs; motivation and manipulation
S distinguishing generalisations from preferred solutions

LISTENING

A SPEAK Work in pairs. Read *The Food Truck problem*. Discuss two or three possible solutions.

B Work in small groups. You are going to think of a solution for three more puzzles. Go to the **Communication Hub** on page 151.

5.4 **C LISTEN FOR SOLUTIONS** Listen to the presentation on Game Theory. What are the correct answers to the puzzles? Use the information in the box to help you.

Distinguishing generalisations from preferred solutions

A speaker often presents their preferred solution to a problem or puzzle, alongside obvious but problematic solutions or generalisations. Often the generalisation is discussed first, before the speaker's preferred solution.

Use the following techniques to distinguish the preferred solution.

- Pay attention to the order in which the speaker presents solutions. Preferred solutions may be presented later.
- Listen for phrases that signal a generalisation (e.g. *it seems obvious, you might expect, according to conventional wisdom*).
- Listen for solutions presented with questioning intonation. This may indicate the speaker does not believe this is the correct answer.
- Listen for attitude words like adverbs which can show that the speaker has a sceptical or cautious attitude to a solution (e.g. *presumably, allegedly*).

5.4 **D LISTEN FOR DETAIL** Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.

- In puzzle A neither participant is likely to win any money. T/F
- Game Theory uses scientific models to find solutions. T/F
- The favourite in talent shows is rarely eliminated in reality. T/F
- The food truck owner at C has no good reason to move. T/F
- The new network would double the amount of traffic. T/F

PRONUNCIATION

-ate words

5.5 **A** The suffix -ate has two pronunciations. Listen to the extracts from the presentation on Game Theory. Complete the table with the words in the box.

accurate appropriate complicated
 cooperate eliminated fascinating

/eit/	/ət/
_____	_____
_____	_____
_____	_____
_____	_____

B SPEAK Work in groups. Discuss the following questions.

- Do you prefer games where you have to cooperate with others rather than compete individually?
- What is the most fascinating sporting event you've ever watched?
- Do you prefer playing simple or complicated games?

PUZZLE C: THE FOOD TRUCK PROBLEM



You decide to open a food truck business. There's already one other food truck in town, which always parks in the town centre (point C). Where's the best place to park your food truck? You can negotiate with the other food truck owner, if you wish.



VOCABULARY

Reporting verbs

A Replace the underlined words in each sentence with the correct form of the verbs in the box.

acknowledge assert conclude
imply instruct urge

- If you share the money, you're saying indirectly that you're willing to cooperate.
- It's important to say (although it makes my argument weaker) that this strategy doesn't always work.
- You might decide after thinking carefully that voting for her would be a waste.
- So I'd strongly advise you to resist the temptation to vote tactically.
- You should give instructions to the other truck to move to point D.
- She can simply state as a fact that she's staying in her prime spot.

B Go to the **Vocabulary Hub** on page 144.

C SPEAK Complete the sentences with your own ideas. Then discuss your sentences with a partner.

- I firmly believe that ...
- I'm not sure whether ...
- I'm brilliant at ...
- Perhaps if I'd done ... I might not have ...
- You really must ...

D Swap partners and report what your previous partner said using reporting verbs.



GRAMMAR

Passive reporting structures

A Complete the sentences so they mean the same as the passive sentences with *It*.

- It can be assumed that your opponent is having the same thoughts.
Your opponent can be _____ having the same thoughts.
- It is said that Game Theory is one of the hardest branches of mathematics.
Game Theory is _____ one of the hardest branches of mathematics.
- It's rumoured that sports coaches have been experimenting with Game Theory.
Sports coaches _____ have been experimenting with Game Theory.
- It's expected that she'll win by a landslide.
_____ to win by a landslide.
- It's reported that this type of thing has happened many times in real life.
This type of thing _____ happened many times in real life.

B WORK IT OUT Complete the rules about passive reporting structures with information from Exercise A.

Passive reporting structures

Reporting verbs can be used with passive structures when we want to introduce a widely held opinion or fact. There are two main ways of doing this.

- _____ + passive + _____ clause
- _____ + passive + *to* + infinitive

Some verbs commonly used with these structures are:

_____, _____, _____,
_____ and _____.

C Go to the **Grammar Hub** on page 130.

D SPEAK Work in pairs and discuss the questions.

- When is it useful to use the passive voice to report speech/thoughts?
- Why do you think 'to rumour' has no active voice form?
- What's the advantage of using the structure with *to* + infinitive?

SPEAKING

DISCUSS Work in pairs to think of examples of how Game Theory might be used in sport, business, etc. Use the structure with *to* + infinitive to report generalisations, expectations and assumptions.

The best time to make an investment is assumed to be when the price is low, but if everyone has the same idea at the same time, then ...

READING

A SPEAK What tricks do smartphone games use to keep people playing again and again? Try to think of other situations where these tricks are used.

B SKIM Read *Gamification: treading the line between motivation and manipulation*. Are any situations from Exercise A mentioned?

C READ FOR DETAIL Read the article again. According to the article, are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Many companies are not yet aware of the potential of gamification. T / F
- 2 Virtual prizes can still be highly motivating. T / F
- 3 The majority of people are aware that gamification has been used on them at some point. T / F
- 4 The major benefit of gamification for charities is that it increases financial donations. T / F
- 5 Gamification is used to help people recover from injuries. T / F
- 6 A brand new interactive show is being developed by a production company. T / F
- 7 Gamification sometimes encourages people to behave in a way that isn't right. T / F
- 8 The personality of workers may affect how motivating gamification techniques are. T / F

D Work in pairs. Look at the two quotes from Christabel Maware and Lisa Tanaka in the article. Which speaker do you agree with most? Why?

VOCABULARY

Motivation and manipulation

- A** Match numbers (1–7) with letters (a–g) to form full sentences. Then check by looking for the underlined phrases in the article.
- 1 As a result of marketing tricks, customers **went**
 - 2 Getting the university place I wanted **spurred**
 - 3 People don't mind working hard if you can **tap**
 - 4 If people know **why** they're doing something, they'll be more **inclined** ...
 - 5 Gamification can make people **act against** ...
 - 6 We offered virtual prizes to **coax** ...
 - 7 The online shop is designed to **steer** people ...
- a **to** spend time doing it properly.
 - b people **into** giving us their data.
 - c **me on** to study harder for the exams.
 - d **towards** the most expensive products.
 - e **nuts for** the new product.
 - f **their best interests**.
 - g **into** their natural desire to do a good job.
- B** Look at the complete sentences in Exercise A. Decide whether the phrases in bold are related to motivation or manipulation.

C Go to the **Vocabulary Hub** on page 145.

D SPEAK Work in pairs. Think of examples from your own experience of each verb in Exercise A. Tell your partner your examples.

My friend tried to coax me into editing her dissertation for her.

SPEAKING HUB

- A PREPARE** Work in small groups. Choose one of the following challenges, or a similar idea, to solve with your group.
- How to motivate children to read/write more
 - How to encourage people to pick up litter
- B PLAN** Discuss ideas for solving your challenge, using Game Theory and/or gamification techniques.
- C PRESENT** Present your challenge and solution to the class. Ask and answer questions about how it will work in practice.
- D REFLECT** Discuss with the class. Which solutions have a chance of becoming popular? Could they make money?



GAMIFICATION

treading the line between **MOTIVATION** and **MANIPULATION**



Hitting the treadmill before work, ploughing through deadlines, and finding time to study in the evenings. Perhaps these aren't the sort of activities you'd necessarily associate with fun. Yet a glut of apps, websites and online communities that place game-like experiences right at the centre of motivation might give you pause for thought. None of this is news for many commercial and public organisations which are already **tapping into** gamification – the application of elements from gameplay psychology to everyday tasks.

Gamification is about more than creating new games for non-gaming contexts. At its heart lies an understanding of the powerful principles that underlie gameplay, the elements that make it so compelling to so many: gratification, competition and rewards. Games increase engagement. Giving people rewards even virtual ones releases dopamine, the feel-good hormone. This leads them to associate that activity or behaviour with positive emotions. And that's often enough to **spur them on** to repeat it.

The applications of this are diverse: **steering commuters towards** the stairs over the escalator on the Odenplan subway in Sweden by turning them into a giant piano staircase or promoting good learning habits and classroom behaviour by giving students 'experience points'. It's highly likely you've experienced gamification yourself, although you probably didn't realise it.

So how can this benefit us? Gamification has made inroads into both the not-for-profit and health sectors. For charities, its greatest potential lies not in fundraising but in fostering a sense of community. If volunteers feel part of an engaged community, they are more **inclined to** stay. Furthermore, they can be incentivised to recruit others or blog about a cause through rewards.

Gamification can also be integrated directly into grassroots campaigning. Hopelab's Zamzee, a physical activity programme for families, uses child engagement with technology to improve health. It guides younger users towards doing more physical activity through an activity sensor and a 'physical points' reward system. More specialised healthcare like physical rehabilitation is using and trialling similar approaches. The Medical Interactive Recovery System (Mira) uses a camera to track a patient's physiotherapy movements and translate them into actions within a video game.

Glossary

crave (v) to want something very much and in a way that is very hard to control
incentivise (v) to give someone a reason for wanting to do something
grassroots (adj) relating to or involving ordinary people, especially in politics
plough (v) to finish something that takes a long time and is difficult or boring
recognition (n) praise, respect or admiration

As well as bringing fun to areas where it might be wanting, gamification promises to take fun to the next level in traditional entertainment. Younger and more technologically-savvy viewers may crave an immersive experience, being able to participate in a TV show rather than simply view it. Well, now they can have both their needs for compelling stories and recognition or rewards for their gaming achievements, met at the same time. For example, the popular sci-fi TV show, *Defiance*, by Universal Cable Productions, allowed viewers to shape the plot of television episodes through their actions in an accompanying game.

Some are cautious about gamification, precisely because of its power and how widely it is being used. 'If it can help change our behaviour, it can also manipulate us to **act against** our best interests', warns technology lecturer and game designer Christabel Maware. 'I can see it being used quite cynically to exploit consumers and employees.' Some companies and organisations have already been called out. For example, a ride-sharing app was criticised for supposedly encouraging drivers to drive further without breaks.

And even where gamification is encouraging 'healthy' competition or making a mundane but necessary work task more appealing, there are concerns around work freedom and surveillance. While leader boards and badges can keep us motivated, having our performance and potentially complex interactions monitored, graded and immediately reported back on by machines sounds more dystopian. 'Quite simply, not everyone is going to **go nuts for** badges at work', says Recruitment Manager for AdTech Analytics. For workers who are more introverted or prefer to work privately, this kind of surveillance might be unwelcome and demotivating.

As Lisa Tanaka, founder and CEO of creative agency Gamified International puts it, 'On balance gamification can bring some very positive benefits to many sectors. This stuff works, our brains really are hard-wired for rewards and fun is addictive. We're already being **coaxed into** doing all kinds of things. But with such a powerful tool, there's a pressing need now for companies to be socially responsible in how they use it.'



- Identify generalisations
- Discuss ideas for solving a challenge

▶ Would you risk it?



A Work in pairs. What do you think is happening in the pictures (a and b) from the video?

B ▶ 00.00–01.00 Watch the first part of a video about an experiment. Answer the questions.

- 1 What happens if the coin lands on heads?
- 2 What happens if the coin lands on tails?

Glossary

flip (v) to turn over quickly or to make something turn over
heads (n) the side of a coin that has a picture of a head on it
scenario (n) a situation that could possibly happen
tails (n) the side of a coin that does not have a picture of a person on it

C ▶ 01.00–01.30 Watch the second part of the video. Choose the best option (a, b or c) to complete the sentence.

In this situation most people ...

- a take a risk and maybe win an extra ten pounds or nothing.
- b choose the safe option and take fifteen pounds.
- c risk it for the chance to win an extra five pounds.

D ▶ 01.30–02.20 Work in pairs. Watch the third part of the video and complete the sentences with the correct option.

- 1 In the second scenario you are given *ten / twenty* pounds.
- 2 You have to choose to accept a safe loss of *five / ten* pounds or take a risk.
- 3 You flip a coin. If it comes up heads, you don't lose anything, but if it comes up tails, you lose *five / ten* pounds.

E ▶ 02.20–03.27 Watch the last part of the video. What do most people do in the second scenario? Why?

AUTHENTIC ENGLISH

A Work in pairs. Read the sentence from the video and the information in the box. What word has been left out of the sentence?

Would you choose the safe option and get an extra five pounds or take a risk and maybe win an extra ten or nothing?

Ellipsis

Ellipsis is the practice of leaving a word or words out of a sentence when they are not necessary for understanding it. In spoken English, unstressed words are often left out at the beginning of sentences if the meaning remains clear.

B Work in pairs. Match the questions (1–6) with the replies (a–f). Then cross out any words which can be omitted from each question and reply.

- 1 Did you enjoy your holiday?
 - 2 Are you ready yet?
 - 3 Is your dad any better?
 - 4 Are you coming out with us tonight?
 - 5 Did you have any luck with the tickets for the Beyoncé concert?
 - 6 I'm sorry, are you talking to me?
- a I'm almost ready. I'm just putting on my make-up.
 - b Yes, I was asking if you're doing anything nice at the weekend.
 - c Yes, thanks. He should be out at the weekend.
 - d No, they were all sold out. It's a shame, really.
 - e I'm afraid, I can't. I've got to work late.
 - f It was absolutely amazing! I've just got back, actually.

C Work in pairs. Take it turns to ask each other short questions from Exercise B and reply with your own short answers.

▶ How sure are you?



SAM

MALCOLM

AMANDA

HARRY

EMILY

A Work in pairs. Look at the picture.

- 1 What board games are popular in your country?
- 2 Do you ever play them?

B ▶ Watch the video. Answer the questions.

- 1 If Sam and Amanda go in an anti-clockwise direction, which category do they land on?
- 2 Why does Amanda think Geography is the better option?
- 3 How does Sam feel about Amanda's strategy?
- 4 How does Malcolm indicate the correct answer to Sam and Amanda?
- 5 How does Amanda suggest making the game more interesting?
- 6 Why doesn't Emily want to take the risk?
- 7 What's the question Emily and Harry have to answer?
- 8 What's Malcolm's answer? Is he correct?

SPEAKING SKILL

A Work in pairs. Look at the underlined expression from the video and answer the questions.

- 1 What is Harry doing?
- 2 Why do we do this when we're speaking?

Sam: Don't you think it's better to play it safe and go for your strongest categories first ... you know ... try and build up a lead?

Harry: That sounds like a solid strategy to me.

B Look at the information in the box. Decide which strategy (a or b) is being used in the exchanges (1–4) from the video.

Building relationships

We can build relationships using the following strategies.

- a Agreeing with the other person by tagging on to what they have said.
- b Relating to what the other person has said by evaluating or commenting.

- 1 **Sam:** I'm thinking we should go for Geography.
Amanda: Totally ... I absolutely hate Geography ... it's better to try and get it out of the way earlier.
- 2 **Emily:** Ah, good – this is quite hard, I think.
Sam: That is quite tricky.
- 3 **Sam:** OK, it can only be one of two countries ...
Amanda: ... either Finland or Norway.
- 4 **Emily:** I mean sport hardly looks like it would be Malcolm's strongest category.
Harry: I guess not but he is smart.

C Work in small groups. Give your opinions on one of the following topics. Use the strategies from Exercise B to build a positive rapport.

- your favourite board game
- your favourite type of film
- your favourite type of book

○ SPEAKING HUB

A PLAN Work in small groups. You are going to plan a fundraising event for a local charity. Decide on one of the following.

a dinner a board game evening a yoga class
a bake off a fashion show a quiz

B PREPARE Individually think about the preparations for the event. Consider the following points.

- space
- logistics
- timing
- cost

C PRESENT Work in small groups. Decide on a course of action for the event. Try to build up positive relationships and create a consensus.

A: We could hold a banquet dinner at the town hall.

B: Great idea! It could go on all evening.

○ Plan a fundraising event

- ▶ Turn to **page 160** to learn how to write a formal report about gamification.

VOCABULARY

A Complete the instructions with the correct form of a word in the box.

ally collaborate cooperate coordinate prevail rival

Bike clash

The game involves outmanoeuvring players on ¹ _____ teams by racing around the city on bikes. Each team has four players, who ² _____ with each other, and a 'boss', who ³ _____ their movements. By ⁴ _____ with their ⁵ _____, players solve puzzles to identify the times and locations of 'clashes', where they try to ⁶ _____ their rivals. When a clash begins, the team with the most players wins a 'trophy'. Any teams that have been outnumbered lose a player. At the end, the team with the most trophies ⁷ _____.



B Choose the correct word to complete each sentence.

- Shops are often laid out to *discourage* / *steer* / *trigger* customers towards expensive items.
- Salespeople try to manipulate us by *coaxing* / *dissuading* / *exploiting* us into spending more than we intended.
- Loyalty cards can make people *act* / *spur* / *tempt* against their best interests.
- My sister *spurred* / *influenced* / *dissuaded* me on to enter the race.
- I wasn't *exploited* / *inclined* / *influenced* to go, but you've persuaded me.
- Advertising can *tap* / *tempt* / *influence* into people's emotional needs.

C Complete the definitions with the words in the box.

discourage dissuade exploit influence
manipulate motivate tempt trigger

- If you _____ somebody, you encourage them to want to do something.
- If you _____ somebody, you use tricks to convince them do something.
- If you _____ somebody from doing something, you persuade them not to do it.
- If you _____ somebody from doing something, you encourage them not to do it.
- If you _____ somebody, you take advantage of their kindness or naivety.
- If you _____ somebody, you offer them something that's hard to resist.
- If you _____ somebody's behaviour, you change it, perhaps without the person noticing.
- If your actions _____ a response, they cause it to happen automatically.

GRAMMAR

A Rewrite the sentences so they start or end with the words in brackets.

- Somebody must have moved my car. (*my*)
_____.
- You can always rely on Leo. (*Leo*)
_____.
- I'm worried about somebody seeing me. (*seen*)
_____.
- They made us leave our phones outside. (*we*)
_____.
- Somebody's going to fix my car. (*I'm*)
_____.
- It was nice of them to invite us. (*invited*)
_____.
- How did somebody break the vase? (*broken*)
_____?

B Put the words into the correct order to make sentences.

- good / considered / my proposal / be / to / enough / wasn't
_____.
- to / anyone / to the party / expected / hardly / was / come
_____.
- have / reported / is / hundreds of complaints / received / to / the company
_____.
- going / at / been / alleged / have / the time / to / the driver / is / too fast
_____.
- planning / is / a new hospital / to build / rumoured / to / the city council / be
_____.
- been / the kidnapers / have / is / the letter / by / to / believed / written
_____.

4.2 Thinking

Choose the correct options to complete the sentences.

- 1 While she is very clever, she just isn't very practical. She hasn't got much *common sense* / *wishful thinking*.
- 2 I was lying on the beach when I had an amazing idea for my business – it was an *eccentric* / *eureka* moment.
- 3 He is very *eccentric* / *absent-minded* – he really stands out from the crowd and doesn't mind doing things in his own unique way.
- 4 I'd say I'm a bit *curious* / *absent-minded* – for example, I left my work pass at home this morning and couldn't get into my office.
- 5 If you make a resolution but put no effort into planning how to achieve it, then your idea is just *wishful thinking* / *common sense*.
- 6 We need someone who can analyse and solve serious problems – in other words, *troubleshooting* / *overthinking* skills are essential for this job.
- 7 Lara always *troubleshoots* / *overthinks* things; sometimes she should just follow her instincts.
- 8 Tim describes himself as *curious* / *eccentric*, but I would describe him as nosy.

► Go back to page 44.

5.1 Competition and cooperation

A Read the definition of *outmanoeuvre*. What does the prefix *out-* mean?

outmanoeuvre – definition and synonyms

VERB  Pronunciation /,aʊtmə'nu:və(r)/

to defeat or gain an advantage over someone by being more clever or skilful than they are

B Complete the sentences with the correct form of the verbs in the box.

outdo outnumber outplay outrun outsmart outweigh

- 1 You'll need to be fast to _____ your rivals and win the race.
- 2 When we played tennis, she completely _____ me, and I lost every game.
- 3 It's not perfect, but on balance, the advantages _____ the disadvantages.
- 4 When I bought a new car, my neighbour didn't want to be _____, so he bought one too!
- 5 I managed to _____ my opponent by solving the clues faster.
- 6 In my class, women _____ men by three to one.

► Go back to page 53.

5.2 Reporting verbs

Complete the second sentences with a reporting verb from the box and reported speech.

alleged boasted clarified doubted speculated

- 1 'The new bridge is supposed to reduce traffic congestion, but I don't think it will.'
Daniel _____ whether the new bridge _____ traffic congestion.
- 2 'Sorry – I think you misunderstood me. I didn't offer to do all the work for you.'
Tania _____ that _____ for me.
- 3 'Who knows? If you'd studied harder, you might have got a better mark.'
Max _____ that I _____ harder.
- 4 'I was brilliant at the Take or Share game! I made over £200!'
Victoria _____ that _____ Take or Share game.
- 5 'I can't prove it, but I know that Andy lied on his CV to get the job.'
Michael _____ that _____ to get the job.

► Go back to page 55.

5.2 Motivation and manipulation

Complete the text with the correct form of the phrases in the box.

act coax go nuts inclined spur steer tap into

A day in the life of... a salesman

I wouldn't say my job involved ¹ _____ people into buying things that they don't actually want. I would never convince someone to buy a faulty product or ² _____ against their best interests. But I totally believe in the quality of our products – they have been well designed and ³ _____ what the market really wants. My job is just to ⁴ _____ people towards the most appropriate products in our range to meet their needs. To be honest it's not difficult. The products sell themselves. Customers are ⁵ _____ for them. It is the quality of the product that ⁶ _____ me on to do my job as well as I can. If the product is no good, you're not ⁷ _____ to make the same effort to sell it.

► Go back to page 56.

6.1 Journeys and adventures

A Complete the sentences with a word or phrase. Use the definitions in brackets to help you.

- 1 Can you think of a time that you went _____ (*away from frequently visited places*)?
- 2 How do/would you pass the time on a _____ (*long distance*) flight?
- 3 Do you prepare in advance before you _____ (*leave*) on a trip? What do you do?
- 4 Is there any _____ (*places not covered by maps*) left in the world? Where?
- 5 Imagine you had to camp in the _____ (*middle*) of a rainforest.
What _____ (*supplies of food, drink, equipment*) would you take with you?
- 6 Would you like a job that required you to be a _____ (*frequent traveller*)?
Why/Why not?

B Work in pairs. Discuss the questions in Exercise A.

► Go back to page 63.

6.2 Binomial expressions

Work in pairs. Complete the sentences with a binomial expression from the box.

by and large far and wide heart and soul life or death
safe and sound side by side slowly but surely time after time

- 1 Marco Polo travelled _____ in Asia.
- 2 Brothers Louis and Auguste Lumière worked _____ to create film and cinema.
- 3 Edmund Hillary and Tenzing Norgay were the first to climb Mount Everest and return _____.
- 4 The American conservationist Dian Fossey won the trust of the gorillas _____.
- 5 The German physicist Albert Einstein is, _____, thought to be the smartest person that ever lived.
- 6 Passengers on the sinking *Titanic* faced a _____ situation.
- 7 _____, numerous climbers have tried to reach the summit of the mountain.
But all have failed.
- 8 Van Gogh put his _____ into his art and inventions, working tirelessly on both.

► Go back to page 69.

5.2 Students

Work in small groups to solve the puzzles.

PUZZLE A: THE TAKE OR SHARE IT GAME

You and a stranger are both offered a choice:

TAKE or SHARE.

If only one player chooses **TAKE**, they keep £1000.

If both players choose **SHARE**, they get £500 each.

But if both players choose **TAKE**, they get nothing.

You can't communicate with each other.

What's the best strategy if you play once?

What if you play many times?

PUZZLE B: THE TALENT SHOW DILEMMA

You're watching a TV talent show. The two candidates with the most votes will go through to the final. Your favourite contestant is so popular she's almost certain to win. Your second favourite contestant also deserves to be in the final. You have only one vote. Who should you vote for?

PUZZLE D: THE ROAD NETWORK



The map shows the road network between four towns. Where (if anywhere) should you build a new road to solve the towns' traffic problems?

➤ Go back to page 54.

5.1 The passive

	Passive
<i>make sb do sth</i>	We were made to wait for over an hour.
Passive with <i>-ing</i>	I hate being kept waiting.
Passive with infinitive	He would like to be given the chance to retake the test.
<i>get passive (informal)</i>	They got thrown off the course.
Causative <i>have</i> and <i>get</i>	I need to have my phone serviced .

- Remember that we use the passive when we don't say who or what causes the action (usually because the person or thing is not known, not important or not obvious).

We were made to sit the exam again. NOT ~~We were made by the examination board to sit the exam again.~~

- We use *by* when we know who does/did an action and we want to mention it.

I don't mind being told by my boss to work late but I don't like it when I have to cover for other people.

- We can use an infinitive or *-ing* passive form, depending on the verb or construction that comes before it. Some verbs can be followed by an infinitive or *-ing* with no or little change in meaning. Prepositions are always followed by *-ing*.

We arranged to be paid in cash.

I appreciated being told about the delay.

The child loved to be / being thrown up in the air.

Johnny never talks about being thrown out of college.

- We use the causative (in any tense) when someone does something for us, or when we are victims of a crime or accident. The causative with *have* is more formal than the causative with *get*.

I got my hair cut. OR I had my wallet stolen on the train.

- We can use *get* + object + past participle when we talk about causing something to happen or be done by somebody else.

She is popular because she gets things done.

They are angry because they are not getting their parcels delivered on time.

- We can also use *get* + object + *-ing* to talk about causing someone or something to do something.

The book on game theory got Susan thinking.

Be careful!

- In both the *get* passive and the causative, *get* is usually less formal than *have*. Don't use it in formal situations.

The letter asked us when we had had the house built. NOT ~~The letter asked us when we had got the house built.~~

5.2 Passive reporting structures

- Some verbs, such as *allege, assume, believe, expect, know, say, report, rumour, suppose, understand*, are often used in the passive as reporting verbs. The verb *rumour* can only be used in this way.

- We often use the impersonal *it* with these verbs.

It is rumoured that the Prime Minister will announce her resignation today. (= There is a rumour that ...)

- With an impersonal *it* passive, we can follow the reporting verb with either an infinitive or *that*.

It is understood to be a complicated situation.

It is understood that the situation is complicated.

- With a personal reporting structure, beginning with *I/you/he/she/it/we/they*, we use the past participle of the reporting verb, followed by *to* + infinitive.

<i>to</i> + infinitive	He is known to be a thief.
<i>to</i> + continuous infinitive	She is thought to be planning a comeback.
<i>to</i> + perfect infinitive	They are rumoured to have started a secret mission.
<i>to</i> + perfect continuous infinitive	They are believed to have been watching us.

- We can sometimes use modal verbs before the reporting verb.

It can be assumed that the business is still profitable.

- In both personal and impersonal constructions, we can use the reporting verb in the past if we are referring to something people *expected/knew/thought*, etc. However, if the action was done in the past, and we are reporting it now, the verbs must reflect this.

He was known to be hiding.

It was thought that they had failed.

He is understood to have made contact.

It is believed that he discovered America.

Be careful!

- Do not use *that* in a personal passive (one that begins with *I/You/He/She*, etc).

He is rumoured to be planning to make cuts. NOT ~~He is rumoured that he is planning to make cuts.~~

5.1 The passive

A Find the mistakes and correct them. Some sentences are correct.

- I was made to fill in pages of details on the form.
- I dislike to be spoken to as if I don't understand anything.
- He looks forward to be spoiled when he visits his family.
- In my school, we used to get told off for the slightest things.
- You look different – have you had your hair done?
- Do you know what we were made do in the intelligence test?

B Complete the sentences with the correct *-ing* or infinitive passive form of the verb in brackets.

- I miss _____ spend summer holidays on the beach. (*be able to*)
- Justine begged _____ for the things she'd said in anger. (*forgive*)
- The taller kids tended _____ for basketball, regardless of their ability. (*choose*)
- The manager wouldn't tolerate _____ with. (*disagree*)
- Paul didn't mention _____ by the police – do you think he's hiding something? (*stop*)
- He couldn't remember _____ onto an elephant, although he had the photo to prove it had happened. (*lift*)

C Complete the sentences in the passive or causative.

- Active: They made him sign the document.
Passive: He _____.
- Active: If you're not careful, they'll throw you out.
Passive: If you're not careful, you'll _____.
- Active: I'd like to know how much it costs for you to clean my car professionally.
Causative: I'd like to know how much it costs to _____.
- Active: How on earth are we going to find someone to repair that window on a Sunday?
Causative: How on earth are we going to get _____?
- Active: I'm sure they didn't tell me to be here half an hour early.
Passive: I don't remember _____.
- Active: Someone will steal your car if you leave it there.
Causative: You'll get _____.

► Go back to page 51.

5.2 Passive reporting structures

A Choose the correct options to complete the sentences.

- We are supposed **to be / to be being** there at nine o'clock.
- It is rumoured **to be / that** the company is in difficulty.
- Two members of staff are alleged to **transfer / have transferred** money into private accounts.
- It **is / was** originally thought that they were related.
- They are believed to **plan / be planning** a trip abroad.
- The police are known to **be / have been** following him for the past few months.
- It was thought that there **was / to be** a secret tunnel, but nothing has been found.
- On her first day, **it / she** was expected to write three reports.

B Complete the text with a suitable form of the verbs in the box.

announce discuss focus look make plan

Director disputes

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Following tomorrow's meeting, Collins is expected
 1 _____ his resignation. The company is thought
 2 _____ to specialise in the near future. They
 are expected 3 _____ on only one product,
 and Collins is known 4 _____ his objections to
 this very clear on several occasions in the past. Although
 Collins is understood 5 _____ the situation with
 top management for several weeks, the company is now
 rumoured 6 _____ for a way to force him out.

C Rewrite the sentences using both personal and impersonal passive structures. Use the reporting verb in bold.

- People **believe** he is very rich.
He _____.
It _____.
- Some people **report** that he was awarded over one million dollars.
He _____.
It _____.
- They **say** she knows her subject inside out.
She _____.
It _____.
- Critics **claim** that the game's story is too complex.
The game _____.
It _____.
- Many **think** that it is a complex problem.
The problem _____.
It _____.
- People **assume** she is shy but she's just quiet.
She is _____.
It is _____.

► Go back to page 55.

W using depersonalisation

A Read the report and answer the questions.

- 1 Who commissioned the report? Why?
- 2 What worked well in the two case studies? What went wrong?
- 3 Which elements does the writer recommend copying? What would the writer change?

Using games to attract tourists to Littlemarket

Background

At a recent meeting of the Littlemarket Tourism Board, ¹it was proposed that an investigation should be conducted into the use of urban gaming and gamification to attract tourists. This report summarises the research and provides a series of recommendations.

Case study 1: Bighampton

Two years ago, the tourism board in Bighampton launched a series of treasure-hunt worksheets for tourists, which ²were reported to be enjoyable by 55% of participants. However, they were found to be too easy by 25%. The games were moderately successful in attracting tourists to some lesser known attractions, but the overall impact on tourist numbers was minimal (a 1.5% rise).

Case study 2: Smallton

Last year, the Smallton Tourism Board developed an app to gamify tourists' experience of the town. Badges could be won for visiting particular cafés, museums and other attractions. ³In spite of widespread frustration with technical problems, the results were impressive, with some cafés and restaurants reporting an 80% increase in sales. ⁴It remains to be seen how successful the app has been at boosting overall tourist numbers, but initial indications are positive.

Recommendations

⁵It would be relatively cheap and simple to develop a series of printable treasure hunt maps. Ideally, a range of levels (beginner to expert) would be offered. However, ⁶it would be necessary to invest significantly in marketing ⁷to raise awareness of the games. ⁸It would also make sense to use the gamification techniques from Smallton's experiment to encourage tourists to spend more money. Unlike Smallton, we should involve local businesses in the costs of developing and promoting our games.

The costs of developing an app are currently beyond our budget, so I recommend gaining experience first with a cheaper, low-tech solution and then, if appropriate, upgrading to a sophisticated technical solution in two to three years.

B Complete the examples with the extracts (1–7) from the report.

Using depersonalisation

Depersonalisation involves removing people from your writing to make it more formal. Depersonalisation techniques include:

- a *it + be + adjective + to-infinitive: we could cheaply and easily → ___; we'd need to → ___*
- b *preposition + noun: Although many people got frustrated → ___*
- c *changing verbs into nouns or adjectives: 55% of participants said they had enjoyed → ___; to inform people about → ___*
- d *the passive voice: somebody proposed that → ___*
- e *other impersonal phrases: We still don't know → ___; we should also → ___*

WRITING

- A **PREPARE** Work in groups. You have been asked to write a report for a language school about using games to attract new students and improve language skills. Discuss how escape rooms, urban games, game theory or gamification could help your language school.
- B **PLAN** Imagine two or three case studies involving other language schools. Make notes about each case study in your plan.
- C **WRITE** Write your report. Use depersonalisation techniques to make it suitably formal.
- D **REVIEW** Exchange your report with a partner. Do you use similar techniques? Comment on how your partner has used depersonalisation.
- E **EDIT** Read your partner's comments. Rewrite any parts you think should change.

